

1 written. Get a foreman or whoever is there and get them to
2 sign, saying that I received that equipment. It's
3 unacceptable. That was one of the things that I started to
4 deal with intensely. I am not going to accept a school if
5 there is a problem with safety. And among the cases that I
6 brought here for you- let me show you. If you don't have any
7 security, anything that protects it. That's equipment.
8 That's an asset for the Department.

9 In the Lomas Valle School in Naranjito the four
10 computers were stolen. It is a matter of putting discipline
11 on it. It was a matter where the procedures were just not
12 followed. They would tell me, 'Look here, I have a receipt'.
13 But, then I would ask, Who is that person? What capacity
14 does that person have in the technical aspects? How does
15 that person know if the line is set? How does that person
16 know if the router is placed correctly? What capacity does
17 that person have to know if those servers were adequately
18 configured?

19 And what is more, they would set up a password on
20 the servers- and this was done by DRC- so no one could go
21 in. There was no access to those servers. I would have to
22 call and see what the password was.

23 Q Let me then address the point that I am trying to
24 address. With respect to the tables or other means to lift
25 the servers off the floor, who had to provide that piece of

1 equipment- whether it was a table or whatever? Cabinet or
2 whatever?

3 A I suppose that the school should have provided
4 that table or something to raise it.

5 Q Am I to understand your testimony then that if a
6 supplier- let's say DRC- went to a school to install the
7 servers, and did not find a table or was not given a table
8 by the personnel of the school, then what should the DRC
9 personnel have done?

10 A Not to deliver.

11 Q Alright.

12 A But, I want to clarify something for you. If it
13 had been adequately planned, not that it isn't going to
14 happen, but it would have been minimized a lot. For example,
15 what would I have done if I had been DRC? I have to invest
16 in some cost of cars, resources, in order to move equipment
17 to schools, configure it, and leave it working.

18 The basic, the elementary- Before starting I would
19 say, 'Department, this is the basic needs I have at each
20 school.' In terms of furniture, if it was a table. For
21 example, if it is to raise it, to place it on it if it is a
22 box- a wooden box- following these specifications. So that
23 it can take the weight. Security- make sure that that room
24 has ironwork. The basics, so that I can go and do the
25 delivery. And before going I place a call, 'Look I am going

1 this day. Do you have this, and this, and this?' I do? OK.
2 Go. Do the visit.

3 My report clearly says that it would just get
4 there without giving notice. They would even reach a point
5 of stress. The Director themselves would ask, 'What is that?
6 Where is it coming from? What happened? Why wasn't I
7 informed?' We come here to install this and it has to be
8 this, and this, and this way. I don't know, I am not aware
9 of the process, whether they were paid by trips, or whether
10 they were paid per school. This is a result of poor, if not
11 no, planning for the project. And then I go there, and there
12 is no table. So I say, look to the Department. I went there,
13 I talked to such and such a person, and there was nothing
14 that we had required, so I went and spoke with such and such
15 a person and it didn't happen. So you are not going to
16 penalize us, because we did not get to do it. And have you
17 already bought the tables for all that equipment?
18 Extraordinary efforts have been taken. Tables have been
19 bought, computers have been bought. Not all of them. There
20 is still a lot of them on the floor, which as a matter of
21 fact, are not working anymore.

22 Q So, if DRC had done what you suggest, the
23 equipment still would be in a warehouse, because the tables
24 have not all been purchased, even as we speak, two years- or
25 three, four years- later?

1 A No, no. Excuse me, but that's not how it is. The
2 focus is the following. If I establish some minimum
3 requirements, and my client does not provide them for me, I
4 take action. But then you departing from the point that a
5 department stays like this. What I am stating is that it
6 doesn't take any actions. Let me tell you, during that
7 period extraordinary efforts were made to get the Net up.
8 That was the only- the only object. That was my focus to
9 only see a way to get the Net working.

10 Q But, if it was such a bad thing to have the
11 servers on the floor- as you have expressed today- why
12 haven't you or the Department of Education not done whatever
13 is required to find either a table, or something else, to
14 lift the equipment off the floor, instead of lifting the
15 Net?

16 A We two very important things. The Department
17 already had some information that Federal Agencies were
18 looking at this project, who wanted to raise the Net, to
19 provide access to the Internet for the schools. In order to
20 do that you didn't need the four servers that were there.
21 All you needed was one. That one, we can fix it up and
22 condition it. You know what else we did? We started to pick
23 up all of the ones that were there that were broken down and
24 burnt, and we started bringing them up to the Central
25 Office. I would ask about warrantees. There must be

1 documents around. They said one year. A year had already
2 gone by long before.

3 I did more. I called directly the office that had
4 provided that service- Hewlett Packard, IBM. Surprise. Much
5 of that equipment was still under warranty. We have worked
6 intensely. And we have been able to recuperate hundreds of
7 thousands of dollars from that equipment that was out of
8 order. We are still raising schools with one server. We are
9 able to get a system. A way of knowing whether those schools
10 were on or not. It was a program, and the Director of OSIADT
11 directed that it be made. We have gone further, sir, we have
12 a system that can tell me if the T-1 is connected or not
13 connected at any given second. All schools have two
14 computers with a beautiful desk. It's too bad that I can't
15 show it here. The monitor is integrated, so that the child
16 can either write or look for the 1,540 schools.

17 Q I don't want to belabor the point, but why do you
18 still have servers on the floor?

19 A I don't know at this moment if the team that has
20 that task has taken all of them. It's possible. However,
21 what I can tell you is that immediately after I saw that
22 situation I told the suppliers, 'No more. You are not going
23 to put the equipment on the floor.' I can go further and
24 tell you that DRC has 55-60 servers- This was after the
25 contract expired- in their facilities. I want to be clear

1 that I am talking about 2001, during the contract. What I am
2 telling you is what I told them. I can't be. In the case of
3 the T-1s, if you have them there, why keep them if they're
4 not active? I just have them canceled. All that was
5 explained to them, all that was mentioned during the
6 meetings. The Department started taking action after this
7 report, like in the case of the Technical Support group.
8 Actions regarding the desks, the structure of support to the
9 project. As a matter of fact, the Department has even
10 recruited 28 technicians to assist in the Technical----

11 MR. A. J. BENNAZAR: This was during the contract
12 in the early 2002.

13 COURT INTERPRETER: And this was during the
14 contract early in 2002.

15 BY MR. CAMILO SALAS:

16 Q I am trying to address your complaint that the
17 servers were on the floor. What I am going to ask you is,
18 some of the servers that were on the floor have been lifted
19 off the floor?

20 A At Phase 2, in the Communication Cabinet, the
21 black box that I mentioned is installed. The company placed
22 two servers inside the black box, and the other two- well,
23 if there's nothing here- on the floor they go. What is
24 difficult for me- and perhaps I didn't express myself well-
25 when I got there in July of 2001, according to the contract

1 with DRC, all the servers acquired for the Department, plus
2 all the equipment specified in the contract- on it's second
3 page- should have been installed. I gave you the example of
4 what I would have done. For example, you go there and find
5 that they had not delivered everything. But, yes, part of
6 the equipment was there. You can correct that in just a
7 couple of days. You get a plan of action and start working
8 on that. There are 1,500 schools distributed throughout the
9 whole island. I came and took charge after the fact. I can
10 go now and mitigate the situation. We are still mitigating
11 those atrocities that are there.

12 Q The question was simple, and I think it requires a
13 yes or no answer. Were some of the servers that were on the
14 floor lifted off the floor, after you came to work for the
15 Department of Education? Yes or no?

16 A Yes.

17 Q What were they put on?

18 A Folding tables.

19 Q And who supplied the tables?

20 A The Department. Or the parents of the community.
21 Anyone. Sometimes a teacher would say, "Let's move this, I
22 am going to use the table". I wondered, why wasn't anything
23 said at the beginning. The teacher herself offered it.

24 Q Did you send people to the schools to lift the
25 servers off the floor?

1 A Remember, that what I do is make recommendations
2 to the Director of OSIADT. It is OSIADT who does this. I
3 know that the technicians are the ones constantly going to
4 the schools.

5 Q If it was so easy to obtain a table for the
6 equipment, why have all the servers not been lifted off the
7 floor?

8 A I haven't said it is easy. After a simple talk
9 with a teacher, she found a solution and provided it.

10 Q How many schools did you visit?

11 A Many in the San Juan area. Many in Cataño.

12 Q You gave me a list before of about 8 or 9 schools.

13 A At the beginning during Project 100. The thing is
14 that I continue visiting schools. I would even go with the
15 suppliers. We would get together and we would all go. That
16 was Ponce High. I remember in Ponce High that we wanted to
17 raise a Phase 2 school. Immense. During a weekend I visited
18 three times.

19 Q How many schools did you visit before you wrote
20 your report?

21 A A lot in the San Juan area. I visited Cataño, I
22 visited the San Juan District. We would go to test. For
23 example, one of the problems that the infrastructure at
24 Phase 2 has is that they use the wireless concept. When you
25 want to communicate to different areas in the classrooms,

1 through the antennas... I went to science classrooms, math
2 classrooms- it's not easy. So the Director calls me, 'We
3 have problems.' So what would I do? 'Ricardo, let's go there
4 and see what is going on'. 'Microsoft people, let's see what
5 happened.' We would work a line, and keep it active with
6 Internet access. Then we would go back, and one or two days
7 later they would call and say that they didn't have it
8 anymore.

9 MR. CAMILO SALAS: Let's stop and go to lunch.

10 (OFF THE RECORD)

11 After the recess,

12 BY MR. CAMILO SALAS:

13 Q First of all let me do something that I did not do
14 at the beginning of your deposition. You were asked to bring
15 some documents here today. Did you do that?

16 A Yes, the report, because I assumed that part of
17 the questions that you wanted to know were involved here,
18 and are part of the report that I submitted to the
19 Department. I also thought it convenient to bring a copy of
20 some of the phone calls that were received. I can give that
21 to you. Also, I report that was made of the communication
22 net involving 200 employees that were taken from different
23 agencies of the government. I brought a sample, because
24 there is a lot of them. The trouble is that it will take
25 some time, because they have to be copied on both sides.

1 Q Yes, I would like to get all the documents,
2 please. At this time I will take the samples. These
3 documents that you just handed to me, I am going to mark
4 them as Exhibit #3. The ones that you previously handed to
5 me- which are the records of the telephone calls- that would
6 be Exhibit #2. And the notice for your deposition, and the
7 subpoena, will be Exhibit #1.

8 (AT WHICH TIME DEPOSITION EXHIBITS #1, 2 & 3 ARE MARKED)

9 MS. MARIA FERRAN: Can you tell us what the title,
10 or ---

11 MR. JOHN NEVARES: This is "Inventory Sheet of Re-
12 educate Equipment".

13 BY MR. CAMILO SALAS:

14 Q Anything else that you brought with you, sir?

15 A No, the report of the evaluation.

16 Q And that summary that you have in front of you?

17 MR. A. J. BENNAZAR: This is the English executive
18 summary that was made of the report, which is also a tab to
19 the documents that we already gave to you. It is an
20 executive summary of the Adonay Ramirez report that was
21 prepared in English, which is Tab #9 I believe...no, it is
22 #8.

23 BY MR. CAMILO SALAS:

24 Q Who prepared that, because Mr. Anibal Cruz
25 testified yesterday that he prepared that document?

1 A Let me check here. Really, I did not make the
2 translation. However, it does really have information taken
3 from this report.

4 Q You did not prepare the summary?

5 A This one? No, sir.

6 Q In your subpoena you were asked to bring the
7 following documents. Let me read them to you. To avoid the
8 translation, let me ask you to read Exhibit A attached to
9 the subpoena. Let me ask you if you have brought with you
10 all the documents that I requested in Item 1-A?

11 A All this? No, sir.

12 Q Any particular reason why you did not bring these
13 documents here with you?

14 A I really believe that these documents belong to
15 the Department of Education. And, as an advisor, I don't
16 have the right, I don't have the property. These documents
17 don't belong to me.

18 Q Is that the only reason why you didn't bring them?

19 A Yes. I did work with the uniform reports, so I had
20 to read them and I brought them here with me. As to point B-
21 contracts. Well, the contract of purchase orders and that
22 kind of orders, have never been in my hands. I did bring a
23 contract. This one we were going to bring 130. Purchase
24 orders, documents of that kind, I have never had in my
25 hands.

1 Q Have you ever seen those?

2 A I haven't seen those.

3 Q Now, what about Items 1C, which requires all
4 documents- paper files, computer files?

5 A I asked DRC for those disks, which I understood
6 you might need.

7 MR. A. J. BENNAZAR: May the record show that prior
8 to going on record this morning we gave to brother Counsel,
9 John Nevares, two disks that the witness brought with him.
10 One contained a list of all the schools of Phase 2, and the
11 other contained the inventory of all of the equipment
12 installed by DRC at the Phase 2 schools.

13 MR. JOHN NEVARES: That is correct. And, we
14 downloaded them, and I see Counsel Salas looking at the
15 stack of documents.

16 MR. A. J. BENNAZAR: OK. And may the record show
17 that he has a stack of documents more than 4" thick in his
18 hands right now.

19 MR. JOHN NEVARES: I would like to interject
20 something. It would really be helpful in moving these
21 depositions along if you could get someone at the Department
22 of Education to produce all the documents that are listed
23 there. That way we can review them before the deposition,
24 and adequately prepare for the deposition of whomever we are
25 deposing. Bringing them the day of the deposition puts us at

1 a disadvantage, in the sense that- like you said- there is a
2 stack of documents there 4" thick. To go through that we
3 need time.

4 So, the advisable thing, if you are able to do so,
5 is to see who is the custodian of each of these categories
6 of documents that we have requested. We have requested them
7 of basically every deponent. And, finally, bring them over,
8 or send them to Doubleday to photocopy, and we will go
9 there, pay for them, and bring them here. Whatever it takes,
10 so that we don't have to keep calling back witnesses once we
11 review the documents and realize that there are additional
12 questions that we need to ask.

13 MR. A. J. BENNAZAR: I could not agree more. And,
14 as I said yesterday, brother Counsel, Camilo Salas, and I
15 agreed that he was going to provide me with a list of
16 documents that he wants to be produced. We felt a formality
17 of a subpoena, and I told him that I would be more than glad
18 to look for them, and produce them. In the particular case
19 of the way brother Counsel has chosen to do this, each and
20 every deponent has been handed with a subpoena, where each
21 and every deponent has been requested to bring, at the time
22 and date of the deposition, whatever documents he/she may
23 have. For example, Mr. Adonay Ramirez was requested on
24 September 18- which is today- to bring whatever documents he
25 has.

1 But, notwithstanding the formality of the
2 subpoena yesterday afternoon, I agreed with brother Counsel
3 that I would be more than happy, if he gives me the list of
4 what he feels he needs, I will go look for the documents,
5 and depending on the volume, we can then mutually agree on
6 the most cost-efficient way. Whether we can just send them
7 somewhere to be copied, and you pay the bill for the copy,
8 or we can put them on a disk, if that is possible. But,
9 certainly there is no intention of Secretary Rey to hide or
10 in any way prevent you from seeing whatever documents there
11 are.

12 MR. JOHN NEVARES: That's great. As soon as we are
13 able to iron that out I think that think things will move
14 along at a better flow, you know?

15 MR. A. J. BENNAZAR: But, I was told that sometime
16 today I would be given a list, and once the list is provided
17 to us we will go right ahead and look for the documents. No
18 problem. There is not an issue with respect to this.

19 MR. CAMILO SALAS: You just clarified something.
20 Yesterday we agreed to provide you with a list of the
21 documents that we felt should have been produced yesterday,
22 which were Exhibits to the little book you had written, to
23 the FCC. But, prior to yesterday, during the other
24 deposition, we have again and again agreed with you that you
25 would be providing, by the afternoon or the next day,

1 various documents which still have not been produced. The
2 point of this is that I do not want to really get into an
3 argument over it, but I want to stress that at some point we
4 need to get documents. Essentially, what we want are all the
5 files kept by the Department of Education, pertaining to
6 this matter. We have agreed that that might very well be
7 thousands of documents, but we are willing to send somebody
8 to copy them, if you will identify. We have been going
9 through this now, talking it, for the past two or three
10 weeks. We get a few little meager tidbits----

11 MR. A. J. BENNAZAR: ----You have been requesting
12 them in a sort of piecemeal way. That's why I said when you
13 give me the list today, you give me much more substance upon
14 which to go look for the appropriate custodian to find what
15 you want. Again, I don't think there needs to be an
16 argument, I don't think there is an argument, it's just a
17 matter of methodology. I'll be delighted to cooperate in
18 whichever way you want us to.

19 MR. JOHN NEVARES: Maybe we should start with the
20 subpoena list, which has been around for quite some time.

21 MR. A. J. BENNAZAR: Well, each and every witness
22 that has come here is put through the exercise of reaching
23 through a subpoena. And each and every one has brought
24 whatever he or she feels falls under those categories, which
25 is what this witness did today.

1 MR. JOHN NEVARES: What I am saying is, that maybe
2 you can take that list and find somebody that can say, this
3 category document is in this office. Work with somebody
4 there who can show you where these documents that are
5 attached to the subpoena are located. Plus, the ones that
6 Mr. Salas has requested during the course of the deposition.
7 For example, Anibal Cruz started on September 4, and we
8 resumed yesterday. There was time to get whatever we asked
9 for during the first part of that deposition. So, I think it
10 is a matter of coordinating.

11 MR. A. J. BENNAZAR: I agree with you.

12 MR. JOHN NEVARES: It has to happen, because we are
13 moving along in discovery, and if we don't have the
14 documents, there will be things that will come up in the
15 documents and which will force us to bring back these
16 deponents. Obviously, you don't want to do that, the
17 deponent doesn't want to do it. We would rather complete the
18 deposition, but until such time as we have the documents it
19 will be impossible to complete any of these depositions.

20 MR. A. J. BENNAZAR: Understood.

21 MR. CAMILO SALAS: Let me also say that there is
22 barely two months left of discovery in this case, and we
23 need to have really gotten them like yesterday. I don't want
24 to have to file any more discovery motions with the judge,
25 but if we have to then we will have to. So today, before you

1 leave, let's try to work on a date.

2 MR. A. J. BENNAZAR: You will give me a list?

3 MR. CAMILO SALAS: Yes.

4 MR. A. J. BENNAZAR: You give me a list and I will
5 give you a date.

6 BY MR. CAMILO SALAS:

7 Q OK, with respect to Item C, you have provided a
8 disk, and this is what we printed from the disk. Let me show
9 you this- I will mark this as Exhibit #4. What is that
10 document?

11 A These are the schools identified as Phase 2
12 schools.

13 Q OK, here is the 4" tall stack. What is it?

14 A This one has the inventory of the equipment that
15 the DRC company provided to all the Phase 2 schools, which
16 are part of the previous Exhibits. It gives you the serial
17 number and the model of the equipment.

18 Q Who prepared that list?

19 A This list was prepared by DRC.

20 Q OK. Let's mark this as Exhibit #5.

21 (AT WHICH TIME DEPOSITION EXHIBIT #5 IS MARKED)

22 BY MR. CAMILO SALAS:

23 Q Did you have anybody check if the equipment that
24 is listed on Exhibit #5 was in fact the Phase 2 schools?

25 A That was one of the things that I was interested

1 in. In being provided with that information. In order to do
2 that a project was established where 200 technicians from
3 different government agencies were used to visit the 1,540
4 schools within a three days period.

5 Q It was actually four days.

6 A I don't remember the date, but I can get it. I was
7 towards February. So, what we did was prepare 100 teams, of
8 two persons in each team. Those persons were assigned a
9 certain number of schools. They would go and did what
10 appears in Exhibit #3, which I have given you. These can be
11 compared with the list prepared by DRC and we can check if
12 the inventory is correct.

13 Q And, was it correct?

14 A In many cases it is correct. We haven't been able
15 to go over all of them. There are boxes full.

16 Q You mean, no one sat down to check the inventory
17 sheets against the list?

18 A Random tests have been made, but not one by one.

19 Q In the random checks that have been made it was
20 found that the equipment that was found in the schools by
21 your teams, in fact, points out what DRC reported in it's
22 list?

23 A In the samples we have made, yes, sir. That is
24 correct.

25 Q Visits to the schools was done in which months you

1 say?

2 A During the month of February of 2002.

3 Q Those visits were simply to do an inventory of the
4 equipment?

5 A Of the communication infrastructure: Servers,
6 routers, UPS's.

7 Q But that did not include checking whether the
8 equipment was connected, or whether it worked, or anything
9 like that?

10 A Yes. In many of the cases you will see in the back
11 of what was provided to you, that many resources were
12 utilized. They made comments about what they found, because
13 during the meeting that we had they were given instructions
14 to give them some orientation as to how the process was
15 suppose to flow. They were asked to include in the part
16 marked "commentaries" comments of how they found things.

17 Q What, if anything, was done concerning the
18 comments that were made by the folks in the back of the
19 inventory sheets?

20 A Basically, as you can see, on disk I can match the
21 equipment as they appear on the other.

22 MR. CAMILO SALAS: Let's go off the record.

23 (OFF THE RECORD)

24 After the recess,

25 BY MR. CAMILO SALAS:

1 Q Did you ever utilize the comments in the back of
2 these sheets, in any way?

3 A Yes. For example, you can read them, you can read
4 the comments that they wrote in the back. When you get them
5 you will be able to. For example, some of the comments are
6 that they couldn't check the equipment, because the box was
7 too high. They were provided with copies of the keys, in
8 order to be able to open those black boxes. The black boxes
9 are locked. Some said that they couldn't do the inventory-
10 the part with serial number and description of the
11 equipment- because the box was locked. Other comments like,
12 the room where the equipment was going to go, the teacher
13 was absent so the room is closed.

14 Q Here, for example, is one. This is a bad copy in
15 the front, but in the back...

16 A Excuse me, it's possible that I don't have them in
17 the same order.

18 Q There is a comment on the back that the antenna on
19 the 4th Floor is destroyed. The only thing left is the
20 mounting bracket. In that case, what, if anything, did you
21 do with that information?

22 A At that time, when the information was received,
23 practically nothing could be done. This is February of 2002.
24 By that time the contract with DRC was terminated. I
25 couldn't request services.

1 Q Did you get anybody to fix it?

2 A At that time it was irrelevant, because by then we
3 didn't have any kind of communication with those schools.

4 Q Up until today has it been repaired?

5 A No, sir.

6 Q Did you obtain any information about when that
7 antenna was broken?

8 A That information was not provided in the inventory
9 form.

10 Q You will agree with me that with a broken antenna
11 that will affect a person's ability to access the Internet?

12 A Counsel, that is not totally true. An antenna
13 provides direct communication to different places around the
14 school.

15 Q Right. So, if you have one broken antenna, that
16 could affect some persons?

17 A Some specific areas, yes. That is if there is
18 access. If the line of communication were active.

19 Q Of course. Hopefully, we will get all of these
20 documents and we will get a chance to read them, and I will
21 ask you questions about them next time we see each other.

22 A Gladly.

23 Q Let's talk about the electric supply to the
24 schools. At the time of the September 18, 2001 report, your
25 folks had found that there were problems with the

1 electricity to many of the schools, right?

2 A Can you be specific? What kind of problems?

3 Q Some of the schools did not have adequate energy
4 supplied to operate the servers and all of the equipment.

5 A During the visits, the phone calls that were
6 received from the schools, there was information that the
7 servers were not working. In many cases they were asked to
8 look and see if the servers were on. Many, many. I am
9 talking, Counsel, about the beginning when I started in
10 July. Already at this date until about the time of the
11 report, most of the complaints had to do with connections
12 being made with extension cords. They would get
13 disconnected. We cannot deny that in some schools voltage
14 problems were reported. That is more or less the type of
15 complaints that were received during the period of time I
16 was interacting with DRC.

17 In fact, one of my recommendations in the report
18 that I prepared for the Department is that a meeting be held
19 with each of the suppliers, and that he request from them a
20 plan of recuperation of the physical infrastructure, which
21 they had to provide in the schools. This meeting was held
22 on the 31st of October of 2001. Mr. Anibal Cruz requested
23 from both companies to prepare a recuperation plan for the
24 schools they had assigned to them. Both companies submitted
25 that plan where, for example, that they establish- in the

1 case of DRC- that the electrical extensions they were going
2 to provide be covered with cover plates. To check and
3 relocate the black boxes. The object of the plan was to be
4 able to recover that school. I must state that both
5 companies started complying with that.

6 MR. A. J. BENNAZAR: For the sake of clarity may I
7 request that the witness say which companies he is talking
8 about?

9 DEPONENT: Yes. DRC, as well as PRTC, that was in
10 charge of doing all this. It is a continuous process whose
11 purpose was to try and provide access to the schools. It was
12 done until the contract was terminated.

13 BY MR. CAMILO SALAS:

14 Q Do you still have in front of you the document
15 that Counsel provided to you, which is in English?

16 A Yes.

17 Q I am going to mark that document as Exhibit #6.

18 (AT WHICH TIME EXHIBIT #6 IS MARKED)

19 BY MR. CAMILO SALAS:

20 Q Turn to page 2, please. Do you see Item #5 at the
21 bottom of page 2? I am going to read it in English, and if
22 you need it translated we will translate it. "Electrical and
23 Security Infrastructure: Many of our schools have electrical
24 deficiencies and security problems. Electricity is not
25 enough to properly use computers, and many schools do not

1 have security bars to protect the equipment from thieves.
2 Many millions of dollars are needed to provide adequate
3 electricity and security to each school." Do you need
4 translation?

5 A No, I understand it.

6 Q Is that true?

7 A I did not prepare the document, but I can tell you
8 that indeed there are schools that have electrical problems.
9 I believe that I already mentioned that to you.

10 Q Do you agree with this statement that I read?

11 A In order to provide access to the Internet you do
12 not require optimal electrical conditions. Basically, with
13 one or two PC's- which was our minimum objective- which are
14 the requirements for one room. Now, if you are talking to me
15 about full computer labs I would be in more agreement with
16 this statement. But, two PC's? That's what you have in your
17 home. The voltage that is needed. It's not a matter of
18 turning on the computers and having all the electricity in
19 the school go down.

20 Q So, you don't agree with the word "many" in that
21 statement?

22 A The purpose that we wanted was to provide Internet
23 access to schools. I am not in agreement, because it's
24 really minimal requirements that are needed.

25 Q You had complained earlier that in some schools

1 they had to use a 100' extension cord.

2 A Perhaps I didn't explain myself well, Counsel.
3 Just like this microphone, I have to connect it to something
4 so that it can work. You are talking to me about electrical
5 deficiencies. Many. Which means that if I need energy to
6 reach this equipment where I wrongly placed the
7 infrastructure for the equipment, when the plug is here on
8 this wall, and I have to lay this cable, that is not right.
9 If we have the electricity here, then we can plug in a PC
10 and connect it.

11 Q If the electrical plug is in the dining room you
12 will have no problem putting the equipment in the dining
13 room?

14 A I can put a computer anywhere, even in the
15 bathroom, if it has a plug.

16 Q Then why did you complain earlier this morning
17 during the deposition that DRC had made attempts to place a
18 computer, or the servers, in the dining room?

19 A Because, those are not the adequate places to
20 place them in the schools.

21 Q Precisely. If that is where the electrical outlet
22 that is available is located, wouldn't it be better to put
23 the equipment in the proper room and then run an extension
24 cord?

25 A Yes, if it were the only alternative, but, there